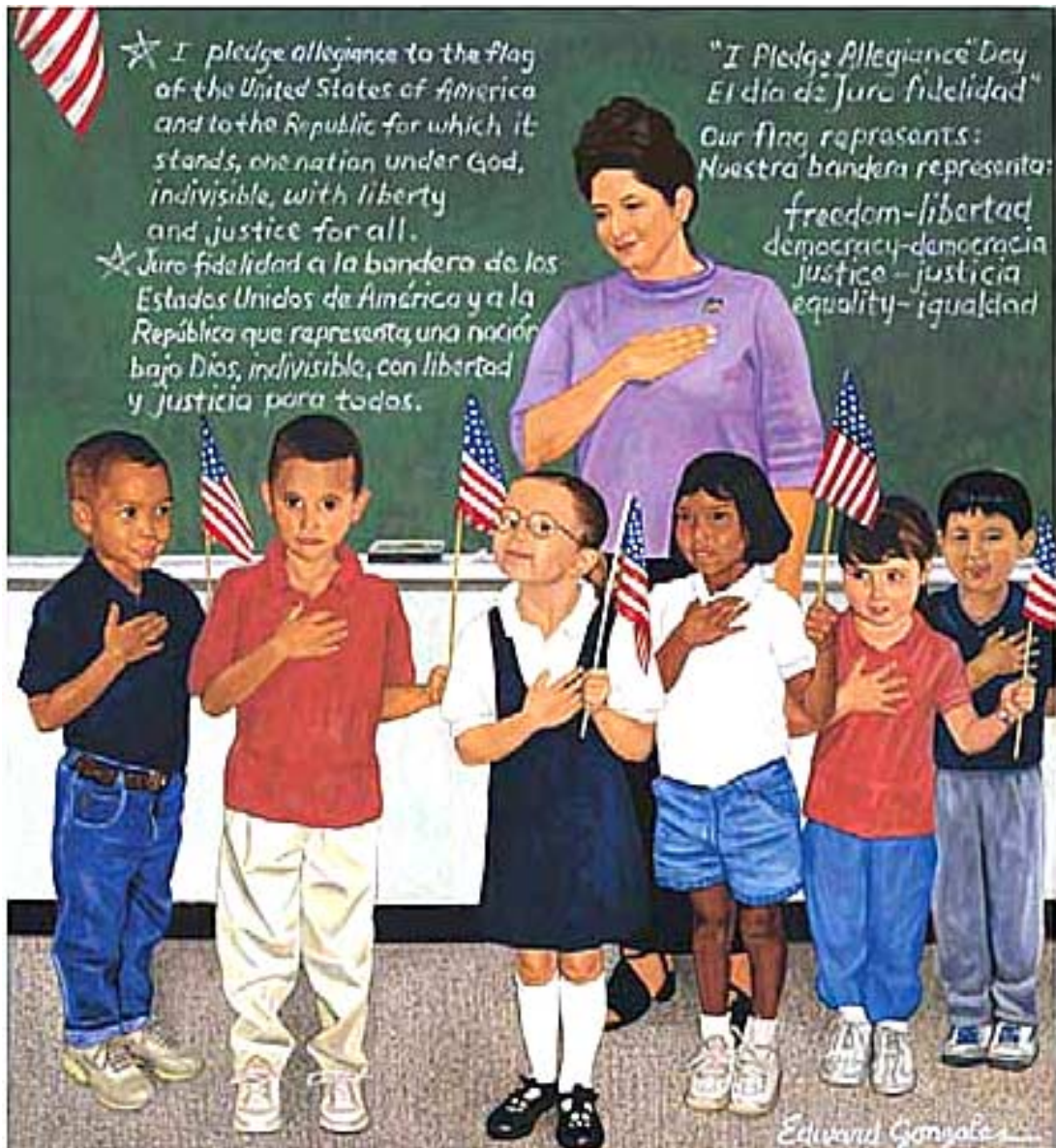


Keeping the Promise: Hispanic Education and America's Future



"I Pledge Allegiance - Juro Fidelidad A Tribute to Teachers" by Edward Gonzales
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Prepared by:

The U.S. Senate Health Education, Labor, and Pensions Committee, Majority Staff, Senator Edward M. Kennedy, Chair
The Congressional Hispanic Caucus, U.S. Representative Silvestre Reyes, Chair and
The U.S. Senate Democratic Hispanic Task Force

KEY FINDINGS

❖ **Hispanic Children Are Quickly Becoming The Nation's Fastest Growing School-Age Population.**

- The number of Hispanic school-age population has grown by 61 percent since 1990 -- a rate faster than any other American community. One out every six children that attends public school is Hispanic.
- Hispanic school-age population is growing at the greatest rate in communities with little or no history of serving them – in the nation's Heartland and in the South. In Arkansas, Georgia, North Carolina, and Tennessee, for example, the Hispanic school-age population has grown by over 250 percent since 1990.
- A growing number of Hispanic children in the nation are immigrant students (49 percent), migrant students (7 percent), or English language learners (30 percent). The immigrant student population increased 146 percent from 1970 to 1995, from 3.5 million to 8.6 million.

❖ **Hispanic Students Face Significant Challenges To High Academic Achievement.**

- Hispanic students continue to perform below their non-Hispanic peers in reading, math, and science by age 9. More than one-third of Latino students of high school age are enrolled below grade level.
- Hispanic students attending predominately minority schools are twice as likely to receive instruction from unqualified teachers.
- Hispanic youth suffer from the highest dropout rate of any group. Hispanics over the age of 16 are more than twice as likely to drop out of school as African-American students, and four times more likely to drop out of school than white students.¹

❖ **Despite Growing Demands On Schools To Serve Hispanic Children, Many Hispanic-Serving Schools Are Facing Budget Cuts.**

- Already, 17 of the nation's 25 urban Hispanic-serving districts have made cuts to next school year's budget, totaling \$1.5 billion.
- Specific cuts are being made to bilingual and language instructional programs as school districts are forced to reduce the number of bilingual teachers, increase class sizes in bilingual classrooms, and defer the purchases of classroom supplies for bilingual students.

❖ **Additional Investment Is Needed To Address The Achievement Gap In Hispanic-Serving School Districts As Well As The Needs Of Hispanic Students In Emerging Communities.**

- In the nation's 17 largest Hispanic-serving school districts, Hispanics lag behind White students in reading achievement by an average of 30 points, and lag behind in math achievement by an average of 27 points.
- Urban school districts need technical assistance and resources to bring their performance with Hispanic students to high levels. This need is reflected in the widely varying results between similar urban school districts. Nine out of 15 large, Hispanic-serving school districts have posted significantly larger gains in achievement for Hispanics than in their respective states.

❖ **Last Year's No Child Left Behind Act (NCLB) Enacted Key School Reforms Critical To The Academic Success Of Hispanic Children In The Nation's Schools, Including:**

- Ensuring that – for the first time – all states, school districts, and schools would be held accountable for the academic achievement of all Hispanic students, including limited English proficient children, migrant children, and poor children;
- Dedicating support to school districts for language instruction and bilingual programs that help limited English proficient students learn English and other academic subjects;

- Requiring every state to develop benchmarks and assessments to measure the progress of limited English proficient and immigrant students in learning English and meeting other academic standards;
- Requiring teachers to be trained in how to address the needs of limited English proficient students, and dedicating support for training new bilingual education teachers; and
- Enacting a new dropout prevention program to help Hispanic youth stay in school and graduate.

❖ **The Bush Education Budget Fails To Provide Adequate Funding for Education Programs That Would Significantly Increase Hispanic Educational Achievement.**

- The Bush budget freezes funding for teacher quality, undermining the goal of ensuring that all Hispanic children are served by highly qualified teachers.
- The Bush budget freezes federal bilingual education funding, cutting off services to 25,000 limited English proficient (LEP) students nationwide, including 1,300 children in Florida, over 3,000 children in Texas, and over 8,000 children in California.
- The Bush budget eliminates the federal dropout prevention program which supports continued efforts to reduce the high school dropout rate, especially among Latino youth.
- The Bush budget provides no increase – not even for inflation – for the migrant education program to provide tutoring, support, and instructional materials to children of seasonal farm workers.

A GROWING PRESENCE IN TODAY'S PUBLIC SCHOOLS

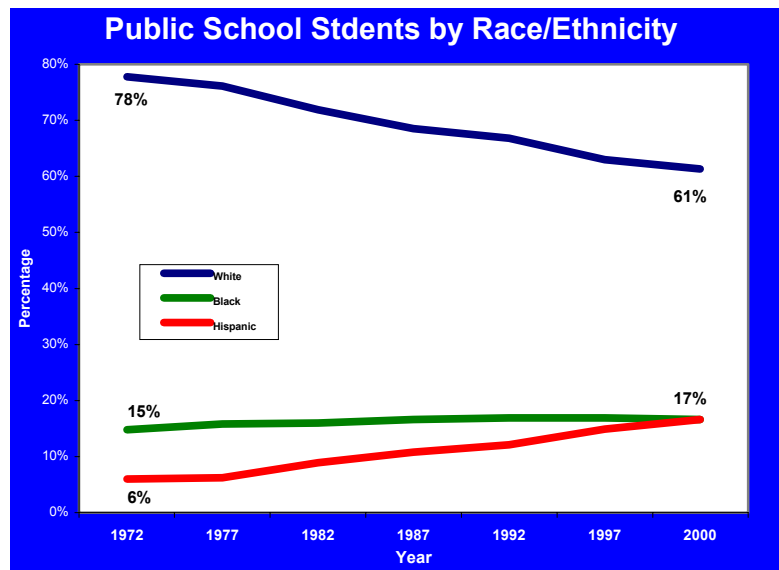
Hispanic children and youth are the nation's youngest and fastest growing population. According to the most recent Census data, the Hispanic school-age community has grown at a greater rate than any other American demographic group – over 60 percent growth since 1990 – as compared to 18 percent growth in the African-American school-age population and 7 percent growth in the white school age population.²

Today, over 9 million Hispanic children are of school age.³ As this population grows, more schools are serving Hispanic children and schools that currently serve Hispanic children are serving increasing numbers of Hispanic youth.

Hispanics have quickly become the largest minority group enrolled in public schools throughout the country. Today, one in every 6 children that attends public school in the United States is of Hispanic origin.

According to the U.S. Department of Education's National Center on Education Statistics, Hispanic student enrollment in public schools

has more than doubled over the past three decades. It is projected that by 2025, one in every four schoolchildren will be of Hispanic origin.⁴



MORE HISPANIC STUDENTS ARE EMERGING IN STATES WITH LITTLE OR NO HISTORY OF SERVING THEM.

The population of Hispanic schoolchildren is growing in all States, and Hispanic children continue to be a significant population in states such as California, New York, Texas, and Florida. But as the Hispanic population begins

to emerge in areas outside of the West, Southwest, and Northeast, many schools are finding greater numbers of Hispanic students in their classrooms.

Over the past decade, the greatest growth of Hispanic schoolchildren has occurred in the Midwest and in the South. Recent figures released by the U.S. Census Bureau indicate that in four states in the South – Arkansas, Georgia, North Carolina, and Tennessee – the Hispanic school-aged population has grown by over 250 percent since 1990.⁵

An additional eight States throughout the nation have also seen tremendous growth in the Hispanic school-age population – Alabama, Iowa, Kentucky, Minnesota, Nebraska, Nevada, Oregon, and South Carolina – where the Hispanic school-age population has grown anywhere from 140 to 240 percent throughout the 1990s.⁶

HISPANIC SCHOOL-AGED POPULATION (AGES 5 THROUGH 18)			
State	1990	2000	Growth 1990 to 2000
ALABAMA	5,972	17,728	197%
ALASKA	4,624	7,474	62%
ARIZONA	195,536	364,808	87%
ARKANSAS	5,537	22,643	309%
CALIFORNIA	2,009,970	3,064,819	53%
COLORADO	113,572	191,690	69%
CONNECTICUT	56,752	87,968	55%
DELAWARE	4,163	9,819	136%
DISTRICT OF COLUMBIA	5,432	8,374	54%
FLORIDA	303,693	549,965	81%
GEORGIA	24,120	96,738	301%
HAWAII	22,439	25,836	15%
IDAHO	16,436	31,607	92%
ILLINOIS	247,134	405,421	64%
INDIANA	28,574	54,222	90%
IOWA	9,593	23,086	141%
KANSAS	26,589	52,867	99%
KENTUCKY	5,234	13,399	156%
LOUISIANA	20,929	23,483	12%
MAINE	1,788	2,760	54%

HISPANIC SCHOOL-AGED POPULATION (AGES 5 THROUGH 18)			
State	1990	2000	Growth 1990 to 2000
MARYLAND	26,557	53,253	101%
MASSACHUSETTS	77,770	121,267	56%
MICHIGAN	57,225	90,342	58%
MINNESOTA	16,061	39,179	144%
MISSISSIPPI	4,128	9,018	119%
MISSOURI	16,052	31,197	94%
MONTANA	3,823	5,599	47%
NEBRASKA	10,798	26,167	142%
NEVADA	30,040	104,575	248%
NEW JERSEY	170,531	258,416	52%
NEW MEXICO	155,195	202,239	30%
NEW YORK	506,142	687,447	36%
NORTH CAROLINA	16,651	82,689	397%
NORTH DAKOTA	1,484	2,307	56%
OHIO	39,583	59,428	50%
OKLAHOMA	25,317	51,126	102%
OREGON	31,656	76,526	142%
PENNSYLVANIA	63,484	113,338	79%
RHODE ISLAND	11,773	26,454	125%
SOUTH CAROLINA	7,216	20,819	189%
SOUTH DAKOTA	1,682	3,257	94%
TENNESSEE	7,748	27,557	256%
TEXAS	1,229,873	1,800,926	46%
UTAH	25,635	55,594	117%
VERMONT	897	1,539	72%
VIRGINIA	34,161	74,943	119%
WASHINGTON	62,086	128,295	107%
WEST VIRGINIA	2,069	2,992	45%
WISCONSIN	28,876	54,688	89%
WYOMING	7,985	8,851	11%
US Total	5,783,441	9,280,582	61%

As the Hispanic school population grows in “non-traditional” states, local school districts are struggling to build an infrastructure to respond to the unique educational needs of Hispanic students. Often faced with the barriers of poverty, mobility, and lack of English fluency, many Hispanic students require greater attention and support from schools to attain high levels of academic achievement.

MORE HISPANIC CHILDREN ARE ARRIVING AT THE SCHOOLHOUSE DOOR WITH UNIQUE CHARACTERISTICS AND EDUCATIONAL NEEDS.

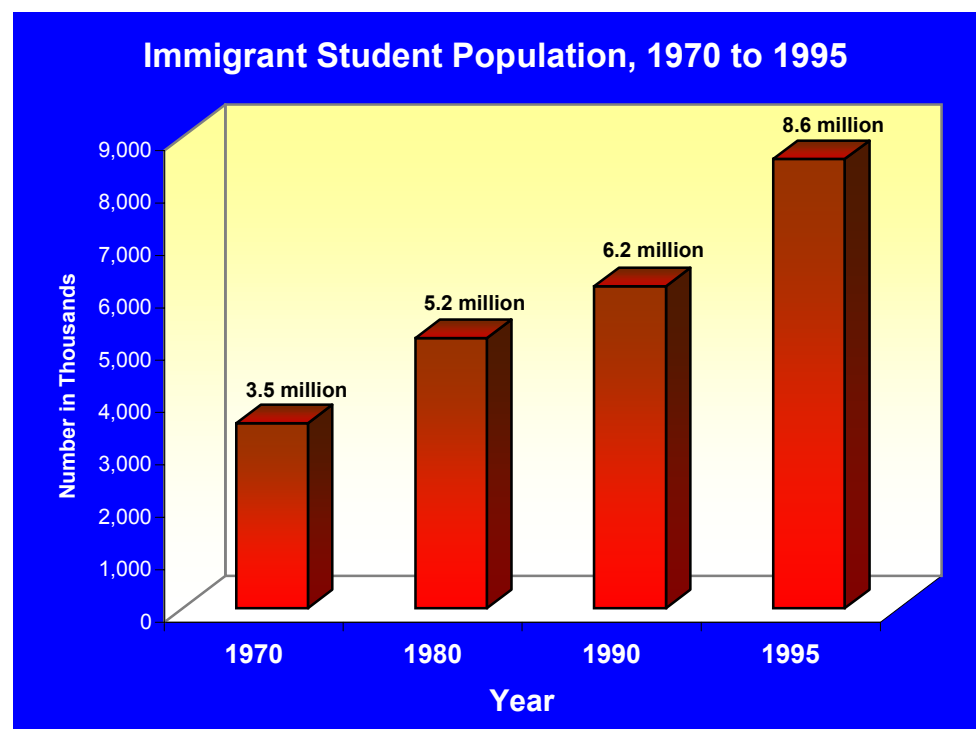
Forty-nine percent of the nation's Hispanic students are the children of immigrants.⁷ Approximately 7 percent are the children of migrant farm workers, and approximately 30 percent come from families in which English is not spoken in the home.⁸

According to the Urban Institute, Hispanic children now account for over half of all immigrant children in the nation, growing from nearly one million children in 1970 to over 4.5 million children by 1995.

Overall, the Immigrant Student Population has grown from 3.5 to 8.6 million between 1970 and 1995. Today, immigrant students represent 6 percent of the high-school population in the nation, and 4 percent of the elementary school population.⁹

Immigrant children also continue to be concentrated in the nation's cities and metropolitan centers -- 82 percent of immigrant children are

concentrated in urban areas. Cities with traditionally large immigrant communities -- such as New York, where over half of all children are immigrants, and Los Angeles, where over 60 percent of all children are immigrants -- have experienced continued growth in the enrollment of immigrant students in their public schools.¹⁰



However, growth in the immigrant community has not been limited to urban areas. According to data released by the U.S. Census, a great deal of the growth in the nation's immigrant community also has been dispersed into areas that have not traditionally received immigrants in the past. Between 1990 and 1995, the number of immigrant children in non-traditional immigrant states rose by 40 percent, from 1.5 to 2.1 million.¹¹

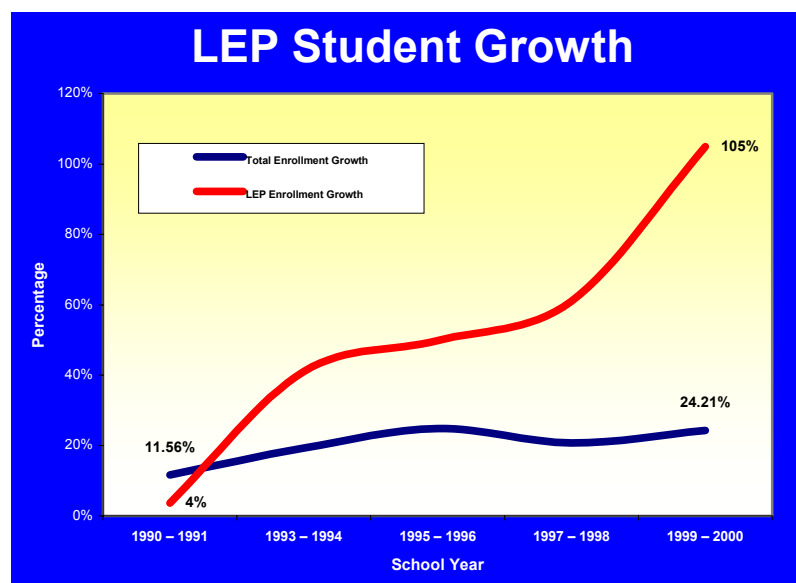
As these areas receive a growing share of immigrant students in their elementary and secondary schools, they often lack the capacity, preparation, and support to deliver language, health, and other services such students would need to succeed academically.

Schools are also facing record numbers of migrant students -- school-age children whose families migrate to find work in the agricultural or fishing industries. According to the most recent estimates from the U.S. Department of Education, the migrant student population now numbers close to 800,000 children - 80 percent of which are Hispanic children -- concentrated in approximately one-fourth of the nation's public schools.¹²

The barriers of poverty and frequently disrupted schooling have placed many migrant students at risk of school failure and dropping out. With limited formal schooling, migrant students confront challenges associated with their mobility that directly impact their academic achievement -- the changing of schools and communities several times a year, and the absence of a consistent source of academic support to succeed in school.

An even larger proportion of Hispanic children are limited English

proficient (LEP) -- Hispanic students comprise three-quarters of the population of students with limited English skills.



According to the National Clearinghouse for English Language Acquisition, the LEP population in the nation's schools has skyrocketed over the past decade – by 105 percent – and now numbers over 4 million children nationwide. Many English language learners are also segregated within schools, and often linguistically isolated, with over half of all such students attending schools where a third of their peers have limited English skills.¹³

ACHIEVEMENT AND EQUITY CHALLENGES IN HISPANIC EDUCATION

Without access to appropriate educational resources, many Hispanic children continue to struggle to meet high standards.

Academic disparities between Hispanic students and their non-Hispanic peers begin as early as kindergarten, and by age 9, Hispanic children perform below the level of their peers in reading, math, and science.¹⁴ More than one-third of Hispanic students of high-school age are performing academically below grade level.¹⁵

CONFRONTING THE HISPANIC ACHIEVEMENT GAP IN THE NATION'S URBAN SCHOOLS

Nearly half of all Latino students attend school in an urban center, comprising one-quarter of all students enrolled in central city school districts.¹⁶ Urban school districts often face significant challenges to educating students – 92 percent of such districts serve families with poverty rates above the statewide average, while the average per pupil expenditure in such districts is slightly below the state average.¹⁷ However, as urban schools serve 4.6 million of the nation's Hispanic students, the achievement of Hispanic students in urban schools is significant enough to influence the overall outlook of Hispanic education in the nation.

A new analysis conducted by the United States Senate Health, Education, Labor, and Pensions Committee majority staff shows that the nation's 17 large Hispanic-serving school districts continue to struggle with boosting student achievement – especially among Hispanic students. Achievement data collected from the 2001-2002 school year shows that Hispanic students lag behind their white peers in these urban school districts, in both reading and math.

Last year, Hispanic students lagged behind their white peers in reading by an average of 30 points in the nation's large, Hispanic-serving school districts. In those same school districts, Hispanic students performed at an average of 27 points lower in math.¹⁸

WIDER ACHIEVEMENT GAPS IN COMMUNITIES WITH LITTLE EXPERIENCE EDUCATING EMERGING HISPANIC POPULATIONS.

Despite persisting gaps between Hispanic students and their non-Hispanic peers in the nation's cities, a recent analysis shows that many of the nation's large urban districts are faring better than their States in improving Hispanic student achievement, and closing the achievement gap.

Data from the nation's largest school districts shows that some 11 percent of urban schools last year increased reading achievement in each grade at faster rates than their respective States. Such districts posted even greater gains over the State in math, with some 43 percent of urban schools increasing achievement in each grade at a faster rate than the State.

For Hispanic students, the data is particularly relevant. Achievement data from 15 urban, Hispanic-serving school districts shows that – over the past several years – 9 such school districts have succeeded in narrowing the achievement gap between white and Hispanic students at a rate faster than that of the State in math and reading.¹⁹

Increases in achievement in the nation's large, urban Hispanic school districts are encouraging. However, these trends also suggest that many States and local school districts -- especially those for which Hispanics are an emerging community -- will be forced to make greater investments in developing school wide infrastructures and supports to serve their Hispanic student population.

Progress in Communities Prepared To Meet the Needs of Hispanic Youth

- Miami has reduced the Hispanic-white achievement gap in math by 6.7 points over Florida.
- Oakland has reduced the Hispanic-white achievement gap in reading by 4.3 points over California.
- Houston has reduced the Hispanic-white achievement gap in math by 6.5 points over Texas.
- Broward County has reduced the Hispanic-white achievement gap in reading by 1.4 points over Florida.

HISPANIC CHILDREN ARE CONCENTRATED IN HIGH-POVERTY, INEQUITABLY FUNDED SCHOOLS.

Hispanic children are also disproportionately enrolled in high-poverty schools. Schools that serve Hispanic children and economically disadvantaged students spend on average \$1,000 less per student than do schools with few children from low-income homes. Thus, despite the heightened costs associated with educating Hispanic children, the typical 400-student elementary school serving a high concentration of Hispanic youth is funded at \$400,000 less than the typical low-poverty school with a majority white student population.²⁰

As a consequence of resource inadequacies and inequities, Hispanic students are more likely to learn in classrooms with less individualized attention and larger class size. Hispanic and other economically disadvantaged children that attend high-minority schools are twice as likely to receive instruction from unqualified teachers.²¹ In California – the state with the largest Hispanic student population – only one in ten schools employs a majority of teachers that are fully qualified.²²

STATE AND LOCAL EDUCATION BUDGET CUTS LOOM LARGE FOR HISPANIC CHILDREN

At a time when needs are increasing in Hispanic-serving school districts, budgets are shrinking. The National Conference on State Legislatures has found that 44 states have seen revenues fall below projections. Many states already have begun cutting education spending to remedy revenue shortfalls. Further cuts are expected as States emerge from special legislative sessions to balance their budgets.

Already, **17** of the nation's top 25 Hispanic-serving school districts are forecasting cuts for next school year that total **\$1.5 billion** – ranging from \$5 million in some districts to over \$850 million in others. These projected cuts will come on top of over **\$1 billion** in cuts from last year's 2001-2002 school budget in **16** of the nation's top Hispanic-serving school districts.²³

Reported Education Cuts in Key Hispanic Serving Districts:

Los Angeles, California:
\$250 million cut for school year 2002-2003

New York City:
\$855 million cut for school year 2002-2003

Broward County, Florida:
Projected \$30 - \$35 million shortfall for school
year 2002-2003

Although overall budget cuts are sure to compromise Hispanic student achievement, the greatest harm will likely be imposed on English language learners (ELLs) – at least three school districts that serve large numbers of ELL students will suffer cuts to their language development and bilingual programming for such students.²⁴

- **In St. Paul, Minnesota**, a district-wide budget cut next year will force a \$7 million cut in services to English language learners at the elementary, middle, and high school levels. Overall, St. Paul will reduce the number of teachers working in bilingual and language instruction programs by 10, eliminate teacher aide positions in classrooms with language support for ELL students, and put off over \$500,000 in purchases of classroom materials for ELL students. Class sizes in bilingual and language development programs in St. Paul will increase from 40 to 50 students.
- **In Buffalo, New York**, a district-wide budget cut of \$28 million directly impacted services to English language learners. English as a Second Language (ESL) and bilingual programs were forced to eliminate 4 full time classroom teachers, and reduce or eliminate language instructional services for English language learners at several sites. Despite the district's large Hispanic student population, Buffalo was forced to eliminate one position at the school district's language assessment center for English language learners.
- **In Des Moines, Iowa**, a \$5.7 million cut in the school district budget forced a 25 percent cut to the district's bilingual education budget. The projected \$5.7 million cut next year will not allow the district to hire additional staff to serve such students, despite the addition of more than 100 ELL students per year in the school district.
- **In Washington, D.C.**, programs to meet the needs of English language learners are not growing at the rate needed to serve all students. Adding to that problem, the budget crunch has forced the school district to eliminate three staff positions in the office of bilingual education that provide direct support and assistance to schools throughout the district.

HISPANIC-SERVING SCHOOL DISTRICTS SLASHING SCHOOL BUDGETS

- During the 2001-2002 school year **16 urban, Hispanic-serving school districts** eliminated a total of more than **\$1 billion** from their school budgets.
- Next school year, **17 school districts** serving large concentrations of Hispanic students will face a total of nearly **\$1.5 billion** in projected budget cuts.

Boston, Massachusetts

1 in 4 students are Hispanic

Boston has cut \$41 million from next year's school budget. Boston enrolls nearly 30 percent of the State's ELL population.

Broward County, Florida

1 in 5 students are Hispanic

This school year Broward County cut \$70.5 million from their budget. They will face a minimum of \$30 million in budget cuts next school year. Per pupil expenditure in Broward is \$736 lower than the national average. Nearly 1 in 10 students in Broward County Schools are English Language Learners.

Buffalo, New York

1 in 10 students are Hispanic

Buffalo cut \$28 million this school year and faces \$42 million in cuts next year. This year Buffalo lost 2 bilingual teachers, 2 ESL teachers, reduced services at some sites, eliminated services at some other sites, and lost one full time support person at district language assessment center.

Chicago, Illinois

1 in 3 students are Hispanic

After already scaling back \$14 million from last year's school budget, the Chicago Public Schools will cut \$80 million from next year's operating budget. Chicago Public Schools enroll nearly half of the state's ELL population.

Clark County, Nevada

1 in 4 students are Hispanic

This school year Clark County, Nevada cut \$24.8 million from their budget. Clark County will face \$12.2 million in cuts to their district's budget next school year. Per pupil expenditure in Clark County are \$1,081 less than the national average.

Dallas, Texas***1 in 2 students are Hispanic***

This year, Dallas made minor cuts totaling \$2.3 million. However, per pupil spending in Dallas remains \$880 below the national average. Nearly 10 percent of the state's English Language Learners attend Dallas schools.

Fort Worth, Texas***2 in 5 students are Hispanic***

Fort Worth plans to cut between \$11 and \$33 million from next year's school budget. Per pupil expenditure in Fort Worth is outpaced nationally by \$846 per pupil. One-fourth of Fort Worth's students are English Language Learners.

Fresno, California***1 in 2 students are Hispanic***

This school year Fresno cut \$25 million from their budget. Next school year, \$5 million will be cut from Fresno Public Schools. Fresno's per pupil expenditure is \$791 below the national average. One-third of Fresno's students are English Language Learners.

Hillsborough County, Florida***1 in 5 students are Hispanic***

This school year Hillsborough County cut \$45.5 million from their budget. Public Schools in the district will be facing budget cuts of \$17 million next school year. The districts' per pupil expenditure is \$705 less than the national average. Hillsborough enrolls nearly 1/10th of the state's English Language Learners.

Houston, Texas***More than 1 in 2 students are Hispanic***

Next school year, Houston Public Schools will face a \$20 million cut in their overall budget. Already, average per pupil expenditure is 16 percent, or \$849, below the national average. The district enrolled less than 2 percent of the state's ELL population in 1995-96, but that number has grown substantially -- by 1999-2000 one-tenth of the ELL students enrolled in Texas were in Houston schools.

Long Beach, California***2 in 5 students are Hispanic***

This school year Long Beach Public Schools cut \$11 million from their budget. Next school year, Long Beach School District will be forced to cut \$8.4 million. The districts' per pupil expenditure lags behind the national average by \$927 per pupil. Thirty-six percent of students in the district are English Language Learners.

Los Angeles, California***7 in 10 students are Hispanic***

Next year, Los Angeles will face \$250 million in cuts to their school district budget -- \$50 million more than what was eliminated from last year's budget. Los Angeles enrolls 21.7 percent, or 325,500, of California's 1.5 million English language learners.

Miami, Florida***More than 1 in 2 students are Hispanic***

Miami Public Schools cut \$120 million last year in their budget, and face drastic cuts for next school year. In late May, Miami Dade School Board voted for a two-day pay reduction of its teachers, after having already approved a hiring freeze and a 25 percent cut of every school's fund reserves.

Minneapolis, Minnesota***Nearly 1 in 12 students are Hispanic***

Next year, Minneapolis Public Schools will face \$31.4 million in budget cuts. Nearly one-fifth of Minneapolis students are English Language Learners

New York City, New York***2 in 5 students are Hispanic***

This school year \$405 million was cut from New York City schools. Next school year, the schools will face a devastating \$855 million in cuts. Per pupil expenditure in the city in the 1999-2000 school year was \$746 less than the state average. Thirteen percent of students in New York City Schools are English Language Learners.

Philadelphia, Pennsylvania***1 in 8 students are Hispanic***

Philadelphia cut \$13.6 million from their school budget in the 2001-2002 school year and has already cut \$35.6 million from next year's. Per pupil expenditure in the Philadelphia schools is \$487 less than the national average.

San Diego, California***1 in 3 students are Hispanic***

Public Schools in San Diego, California, will face a budget deficit of \$30 to \$35 million next year in their Public Schools. Nearly 30 percent of San Diego's students are English Language Learners.

San Francisco, California***1 in 5 students are Hispanic***

San Francisco cut \$3 million this school year and will cut \$2 million from next year's budget. Nearly one-third of San Francisco's students are English Language Learners.

St. Paul, Minnesota***Almost 1 in 10 students are Hispanic***

St. Paul Public Schools cut \$7.4 million this year and will be facing \$20 million in budget cuts next school year. St. Paul schools enroll more than one-third of the state's English Language Learners – 29 percent of St. Paul students are English Language Learners.

Washington, D.C.***1 in 15 students are Hispanic***

Washington, D.C. cut their budget by \$34.9 million this school year. Twelve percent of the District's students are English Language Learners.

KEEPING THE PROMISE OF LEAVING NO CHILD BEHIND

The recently enacted No Child Left Behind Act of 2001 contains the elements necessary to increase the educational status of Hispanics, including support for English language learners and immigrant students, new accountability for all Hispanic students, better services and support for migrant students, increased parental involvement, and a national dropout prevention program.

Unfortunately, the Bush Administration's education budget fails to fund adequately these and other education programs that can increase Hispanic educational achievement. To fulfill its oft-stated promise to "leave no child behind," the Bush Administration must rise to the challenge by following through with resources that support the reforms in the No Child Left Behind Act and by increasing funding for programs with a track record of successfully serving Hispanic children.

A BANKRUPT PROMISE TO HISPANIC CHILDREN

The President's proposed Fiscal Year 2003 education budget cuts funding for the bipartisan school reform law signed in January. The Administration cuts services to *tens of thousands* of Hispanic children through a series of budget freezes and outright reductions to specific school programs critical to the academic success of Hispanic students.

The Bush education budget reduces support for teacher quality improvement through a budget freeze. By failing even to account for inflation, 18,000 fewer teachers will be trained next year under the Bush education budget – a loss felt most acutely by Hispanic children who disproportionately are served by the least prepared teachers.

- The Bush budget freezes federal bilingual education funding. Because of the costs of inflation, 25,000 fewer limited English proficient children will be served by federally supported English language programs next fall.
 - Over 1,300 limited English proficient children in Florida will be cut from federally supported English language learner programs.

- Over 3,000 limited English proficient children in Texas will be cut from federally supported English language learner programs.
 - Over 8,000 limited English proficient children in California will be cut from federally supported English language learner programs.
- The Administration eliminates the federal dropout prevention program that targets Latino youth, who suffer from a dropout rate that is 4 times as high as white youth.
 - The Administration provides zero increase, not even for inflation, for the migrant education and immigrant education programs, which provide tutoring and instructional materials for the children of farm workers and newcomers to America.
 - While the Administration advertises a proposed \$3 million increase in funding for Hispanic colleges, this increase is only one sixteenth the average Clinton Administration increase in student aid for Hispanic colleges. The Bush budget provides Hispanic Serving Colleges with a 3.5 percent aid increase, barely enough for inflation. The last five budgets of the Clinton Administration increased Hispanic college funding by 11 percent, 133 percent, 51 percent, 62 percent, and 26 percent.

Perhaps more important is that the Bush Administration's education budget under-funds a series of general education programs that serve large numbers of Hispanic children. The Administration continues to fail to fund fully the Title I program for disadvantaged children. Over 6 million needy children are left behind by the Bush education budget. Two million disadvantaged Hispanic children alone go without the full range of supplemental tutoring, specialized instruction, and other Title I services to which they are entitled.

The Bush Administration's education budget also fails to fund the full federal share of special education costs. Thousands of Hispanic children with disabilities are forced to fight for a free appropriate public education. Their parents confront resentment from school officials who must manage strained local budgets and neighbors upset with rising property taxes.

In the Spring of 2001, the Bush Administration called full funding of IDEA "unwarranted" and lobbied throughout the year against its inclusion in the No

Child Left Behind Act. As a direct result, Republicans in the House of Representatives voted down a Democratic-led Senate effort to guarantee full funding of the IDEA special education program.

At the same time, the Bush Administration proposes a series of budget cuts and freezes to public school education programs critical to Hispanic children, it also champions two new private school voucher initiatives funded at \$4 billion over the next five years, draining scarce resources from public schools and Hispanic communities. Directed at public school reform and supporting the promise of the No Child Left Behind Act instead, \$4 billion could:

- Train 1 million more teachers
- Fully fund the Title III English Language Learner program.
- Provide education support services to every migrant child.
- Provide every limited English proficient child with extended day, after-school English instruction and academic support in other subjects.

CONCLUSION

In the face of a growing Hispanic student population, persistent achievement and equity gaps, and new demands on school reform, the Bush Administration has proposed the smallest K-12 education increase since 1988. Worse, the Administration's budget proposal would provide no real increases in Hispanic education resources for the next eight years.

Hispanic children in America are too often ignored and are now facing significant cuts in supports critical to their educational attainment. If America is to be secure, prosper in the 21st Century, and truly achieve the goal of leaving no child behind, we must do all we can to provide Hispanic children the support and resources they need and deserve.

- ¹ School Dropouts, GAO Report to Congress, February 2002.
- ² Analysis of U.S. Census Bureau data: Census 1990, Census 2000.
- ³ Ibid.
- ⁴ Condition of Education 2002, The Condition of Education 2002. National Center for Education Statistics, U.S. Department of Education
- ⁵ Analysis of U.S. Census Bureau data: Census 1990, Census 2000.
- ⁶ Ibid.
- ⁷ Ruiz-de-Velasco, Jorge and Michael Fix, *Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools*, The Urban Institute, December 2000.
- ⁸ *United States Most Commonly Spoken Languages 1999-2000*, National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.
- ⁹ Ruiz-de-Velasco, Jorge and Michael Fix, *Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools*, The Urban Institute, December 2000.
- ¹⁰ Ibid.
- ¹¹ Ibid.
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